Person-Centered Planning and Implementation

5 Applying the Skills Flexibly and in a Variety of Settings

ACL
Administration for Community Living

NO WRONG DOOR

Introduction

These slides contain content adapted from the Administration for Community Living's Person Centered Counseling Training Program. The content includes text and narration from online courses. To view original content or for more information, please visit nwd.acl.gov or contact NoWrongDoor@acl.hhs.gov.

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Welcome! (1/2)

Person-centered discovery and planning can occur in many ways. To complete a formal person-centered plan requires the use of flexible but organized approaches. To complete a plan, you may meet with a person several times. You must be prepared to meet people in a variety of locations. You may facilitate the process one-on-one with the person. Or, you may support group processes to complete a plan. Each situation presents unique benefits and challenges that you must navigate. This lesson will provide you with key tips and consideration for organizing your approach. It will provide examples of person-centered planning in three different situations.

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Welcome! (2/2)

Learning Objective

After completing this lesson: You will be able to engage person-centered planning skills flexibly and in different settings.

Working with Diverse Individuals in a Variety of Settings (1/2)

Throughout this course, we've talked about things that make individuals unique. These can be things such as their ages, cultures, and the types of conditions and barriers they experience. The course Who We Serve in this curriculum will help you learn more about some of these topics. The scenarios in this course are also meant to provide you with examples of planning in variety of settings and situations and for various purposes.

Working with Diverse Individuals in a Variety of Settings (2/2)

However, learning to plan well is an ongoing process of trying and learning. This lesson is a starting point to help you consider how to organize yourself to support planning. It will include the importance of setting in planning. It will help you consider how to adapt and use skills in a variety of situations. Professionals that want to get good at planning will want to consider ongoing professional development in this area.

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How the Approaches Support Plans (1/3)

When supporting the development of a plan, the Person-Centered Counseling (PCC) professional will use the approaches artfully and flexibly. A review of these skills and approaches was provided in the lesson: Using Person-Centered Thinking (PCT) Approaches to Support Discovery and Build the Plan.

How the Approaches Support Plans (2/3)

This lesson is about some of the details of organizing their use and more examples. Person-centered planning has a history to it. If you have participated in other forms of person-centered planning, you may have ideas about how planning should go. However, in a NWD system planning may look a little different. It's important to keep an open mind. There is no single "right" way to complete a plan.

How the Approaches Support Plans (3/3)

A basic process will do the following:

- Keep the person in charge of the all aspects of the processes and plan

- Work well for the individual and anyone that they want involved

- Yield a plan that is useful for achieving the person's goals for the purpose identified

- Use the PCC professional's time well and in balance with other duties

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Person-Centered Counseling Skills in Planning (1/2)

In creating a plan, it is important to keep the purpose of the plan in mind. It's also helpful to keep in mind the core components of these plans as outlined in previous lessons. The following are questions the planner will want to consider and answer with the person about the process. With the answers, the Person-Centered Counseling (PCC) professional and the person can organize an approach that will make sense.

- How quickly does the first draft of the plan need to be completed? How comprehensive does the person want the plan to be? How quickly can we organize others who we need? What do we already know?

Person-Centered Counseling Skills in Planning (2/2)

- Who should be involved and in what way?

- How can we get this information efficiently but completely? How do we ensure helpful participation (comfort, timing, accommodations, translators, etc.)? Which skills and approaches will be helpful? How will we engage people in the action steps and the planning process? Do we anticipate any issues or concerns that may cause disagreements? How will those be handled?

- How should we keep track of what we are learning during the process? How should the information be organized? What works for the person? What works for others who may use the plan?

The Influence of Settings (1/2)

The setting of an interaction can greatly impact the quality of communication. It is important to recognize how the setting may be affecting people you are meeting with and how it is affecting you. Each setting will have its own distractions and benefits.

Below is a partial list of places were interactions that lead to person-centered planning (PCP) could take place:

- In your office in person or on the phone, in a conference room, or in your car on your cell phone

The Influence of Settings (2/2)

- In a person's home or in their family member or friend's home

- Reentry homes, recovery homes, shelters, day centers, warming houses, or board and lodge rooms

- Vocational or day service settings

- Group homes, assisted living, nursing homes, or other care facilities Hospital-acute care physical/psychiatric or residential treatment centers

- Jails, detox centers, or crisis homes

- Community locations, such as coffee shops, community centers, worship centers, schools, etc.

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Considerations for Discovery

You may or may not have a lot of influence over the settings in which you conduct discovery or planning. However, when you do, you will want to consider several aspects of setting. When you have a choice about timing and setting, do your best to find one the works well for everyone. When you don't, do whatever you can within your role to make it a comfortable and productive situation for everyone involved.

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Surrounded By Support

Some people may have significant support in their lives. However, they may not have a way to express their own views clearly.

A Different Kind of Transition

Some people will not have significant support in their lives. Sometimes they have become lost in the system.

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Dad Won't Do His Part

Sometimes families or others have worries the person does not share. It doesn't mean the family member is correct in their assessment. However, it doesn't mean the person couldn't benefit from No Wrong Door support either.

Conclusion and Lesson Review (1/3)

- No Wrong Door Person-centered plans are more flexible than some other established forms of person-centered planning. Discovery and planning can happen in any way that works for the person and yields a good result consistent with their goals.

- Having an idea of how setting affects people's ability to contribute in discovery is important. Sometimes you can influence which setting is chosen. Other times you must make the best of the available setting.

- Every setting will have rules and limits. Make sure you follow your guidelines for visits and take responsibly for your own safety as needed.

Conclusion and Lesson Review (2/3)

- Be prepared for discovery and planning sessions. Make sure people are comfortable and can communicate well. Use strategies to keep people focused on what's most important and not fixing.

- Nothing goes into a plan without the person's permission. In order to ensure the person's voice doesn't get drowned out, it might be better to plan without others around.

Conclusion and Lesson Review (3/3)

Learning Objective

After completing this lesson: You will be able to engage person-centered planning skills flexibly and in different settings.

Reflection on Learning Objective

Directions: Review the objective(s) on this page. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?

2. What will you do differently because of the content in this lesson?